

# Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile; however, most of the data are reported by the LEAs directly to the Department.

See the link below for the Special Education Profile Review Guide

<https://dese.mo.gov/media/pdf/missouri-state-profile-review-guide>

**Questions? Please contact Special Education - Data Coordination at 573-751-7848 or [speddata@dese.mo.gov](mailto:speddata@dese.mo.gov).**

SPP Targets and District Status					
SPP Indicator			State Data 2020-21		Target 2020-21*
Early Childhood Special Education Data					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)			24.8%	Met	≥ 24.6%
ECSE children in special education separate class, school or residential setting (SPP 6B)			41.8%	Met	≤ 41.9%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)			97.8%	Not Met	= 100.0%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	95.7%	Met	≥ 94.0%
		Summary Statement 2	33.5%	Met	≥ 33.5%
	Acquisition and use of knowledge and skills:	Summary Statement 1	96.6%	Met	≥ 95.5%
		Summary Statement 2	30.6%	Met	≥ 30.6%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	96.0%	Met	≥ 93.5%
		Summary Statement 2	40.8%	Met	≥ 40.8%
Child Count and Educational Environment Data					
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)			57.9%	Met	≥ 57.4%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)			8.1%	Met	≤ 8.4%
Percent of children with IEPs served in separate settings (SPP 5C)			3.5%	Met	≤ 3.6%
Was <b>district</b> identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)			NA		
Assessment Data					
Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) - (SPP 3B)			97.7%	Met	≥ 95.0%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3B)			97.5%	Met	≥ 95.0%
Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) (SPP 3C)			14.9%	NA	≥ NA
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3C)			10.5%	NA	≥ NA
Evaluation Data					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11)			98.4%	Not Met	= 100.0%
Parent Survey Data					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)			73.5%	Met	≥ 70.0%
Suspension/Expulsion Data					
Was <b>district</b> identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)			NA		
Was <b>district</b> identified as having significant discrepancies in suspension/expulsion rates by race/ethnicity? (SPP 4B)			NA		
Secondary Transition Data					
Graduation rate for students with disabilities (SPP 1)			77.0%	NA	≥ NA
Dropout rate for students with disabilities (SPP2)			2.1%	NA	≤ NA
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)			88.6%	Not Met	= 100.0%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education		23.6%	Met	≥ 23.0%
	enrolled in higher education or competitively employed		57.1%	Met	≥ 55.0%
	total employed / continuing education		61.5%	Met	≥ 60.0%

\*Targets for the 2020-21 School Year are not final.

**Early Childhood Special Education (ECSE) Data****Early Childhood Special Education Child Count and Participation Rates**

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2018-19	2019-20	2020-21
Child Count	13,148	12,626	10,165

Source: District reported data via MOSIS Student Core (December cycle)

**Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)**

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2018-19		2019-20		2020-21	
		#	%	#	%	#	%
<i>In the regular early childhood program:</i>		7,264	55.2%	6,784	53.7%	4,883	48.0%
♦ 10+ hours with majority of sped services in	EC Program*	2,986	22.7%	2,939	23.3%	2,203	21.7%
	Other location	3,210	24.4%	2,784	22.0%	1,933	19.0%
♦ less than 10 hours with the majority of sped services in:	EC Program*	433	3.3%	497	3.9%	321	3.2%
	Other location	635	4.8%	564	4.5%	426	4.2%
Separate Class**		4,552	34.6%	4,529	35.9%	4,116	40.5%
Separate School**		166	1.3%	187	1.5%	134	1.3%
Residential Facility**		0	0.0%	0	0.0%	0	0.0%
Home		86	0.7%	144	1.1%	290	2.9%
Service Provider location		1,080	8.2%	982	7.8%	742	7.3%
Total Early Childhood		13,148	100.0%	12,626	100.0%	10,165	100.0%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		3,419	26.0%	3,436	27.2%	2,524	24.8%
Total separate placement** (SPP 6B)		4,718	35.9%	4,716	37.4%	4,250	41.8%

Source: District reported data via MOSIS Student Core (December cycle) Percentage = Educational Environment / Total Educational Environment

\*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

\*\* Total separate includes children reported in Separate Class, Separate School and Residential Facility.

**Transition from First Steps (Part C) (SPP 12)**

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2016-17	2017-18	2018-19	2019-20	2020-21
Number referred and eligible	599	461	557	609	508
IEPs developed within acceptable timelines	593	456	556	606	497
Percent developed within acceptable timelines	99.0%	98.9%	99.8%	99.5%	97.8%

Note: Data are collected from districts in the year prior to Monitoring review

**Early Childhood Outcome Data (SPP 7)**

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2020-21 School Year	Outcomes:		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
a. did not improve functioning	87	1.9%	77	1.7%	92	2.0%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	96	2.1%	73	1.6%	75	1.7%
c. improved functioning to a level nearer to same-age peers but did not reach	2,840	62.5%	3,002	66.1%	2,523	55.5%
d. improved functioning to reach a level comparable to same-aged peers	1,198	26.4%	1,249	27.5%	1,474	32.4%
e. maintained functioning at a level comparable to same-aged peers	324	7.1%	144	3.2%	381	8.4%
Total	4,545	100.0%	4,545	100.0%	4,545	100.0%
Summary Statements						
1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited		95.7%	96.6%		96.0%	
2. Percent of children who were functioning within age expectations by the time they exited.		33.5%	30.6%		40.8%	

Summary Calculations: 1.  $((c+d)/(a+b+c+d))*100$  2.  $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

### Child Count and Educational Environment Data

#### Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2020-21
Intellectual Disability	8,556	27	1.0%
Emotional Disturbance	7,071	28	0.8%
Speech Impairment	14,565	987	1.7%
Language Impairment	8,719	140	1.0%
Orthopedic Impairment	371	4	0.0%
Visual Impairment	436	3	0.1%
Hearing Impairment	1,043	30	0.1%
Specific Learning Disabilities	30,494	512	3.5%
Other Health Impairment	26,260	406	3.1%
Deaf/Blindness	22	0	0.0%
Multiple Disabilities	1,301	12	0.2%
Autism	13,677	159	1.6%
Traumatic Brain Injury	356	3	0.0%
Young Child w/ Developmental Delay	3,143	71	0.4%
<b>Total</b>	<b>116,014</b>	<b>2,382</b>	<b>13.5%</b>

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1  
Incidence rate = Total / K-12 district enrollment

#### School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2018-19		2019-20		2020-21	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	68,652	57.5%	68,917	57.4%	67,128	57.9%
Inside Regular Class 40-79%	33,916	28.4%	34,249	28.5%	32,890	28.4%
Inside Regular Class <40% (SPP 5B)	9,981	8.4%	10,040	8.4%	9,416	8.1%
Private Separate (Day) Facility*	1,038	0.9%	1,057	0.9%	1,004	0.9%
Public Separate (Day) Facility*	1,604	1.3%	1,671	1.4%	1,596	1.4%
Homebound/Hospital*	714	0.6%	750	0.6%	643	0.6%
Private Residential Facility*	1	0.0%	4	0.0%	3	0.0%
Correctional Facility	201	0.2%	134	0.1%	90	0.1%
Parentally Placed Private School	2,427	2.0%	2,432	2.0%	2,382	2.1%
State Operated Separate School <sup>^</sup>	896	0.8%	889	0.7%	862	0.7%
<b>Total School Age</b>	<b>119,430</b>	<b>100.0%</b>	<b>120,143</b>	<b>100.0%</b>	<b>116,014</b>	<b>100.0%</b>
<b>Total of Separate Placements* (SPP 5C)</b>	<b>4,253</b>	<b>3.6%</b>	<b>4,371</b>	<b>3.6%</b>	<b>4,108</b>	<b>3.5%</b>

Source: District reported data via MOSIS Student Core (December cycle)

\*\*\*Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

<sup>^</sup>This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

#### Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories

School Year: 2020-21	White %	Black %	Hispanic %	Asian %	Am Indian%	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	69.6%	15.4%	7.2%	2.1%	0.4%	0.4%	4.9%	100.0%
Total IEP Child Count (3-21)	69.3%	17.7%	6.3%	1.1%	0.4%	0.2%	5.0%	100.0%
Intellectual Disability	60.6%	27.6%	6.1%	1.3%	0.4%	0.2%	3.8%	100.0%
Emotional Disturbance	62.8%	24.7%	4.7%	0.4%	0.3%	0.1%	6.9%	100.0%
Speech/Language Impairment	73.2%	13.4%	6.8%	1.3%	0.4%	0.2%	4.7%	100.0%
Specific Learning Disability	67.9%	18.4%	7.7%	0.5%	0.5%	0.2%	4.8%	100.0%
Other Health Impairment	72.1%	17.0%	4.5%	0.7%	0.5%	0.1%	5.2%	100.0%
Autism	69.5%	15.8%	6.2%	2.7%	0.4%	0.2%	5.1%	100.0%

Source: District reported data via MOSIS Student Core

**Student Assessment Data****District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)**

Student assessment data is evaluated for AMO purposes for specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at:

<http://mcds.dese.mo.gov/guided inquiry/Pages/State-Assessment.aspx>

**Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)**

The following table indicates statewide assessment results for students with disabilities

**2019-20 testing requirements were waived due to COVID-19**

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)
<b>2020-21 - IEP MAP and MAP-A</b>										
	<b>Communication Arts</b>						<b>Mathematics</b>			
3	9,037	8,901	1,542	98.5%	17.3%	9,020	8,877	1,245	98.4%	14.0%
4	9,380	9,219	1,666	98.3%	18.1%	9,367	9,198	1,315	98.2%	14.3%
5	9,793	9,598	1,403	98.0%	14.6%	9,789	9,593	1,014	98.0%	10.6%
6	9,439	9,217	1,364	97.6%	14.8%	9,430	9,206	941	97.6%	10.2%
7	9,115	8,909	1,091	97.7%	12.2%	9,109	8,890	781	97.6%	8.8%
8	8,962	8,730	1,056	97.4%	12.1%	8,818	8,579	615	97.3%	7.2%
HS	8,523	8,227	1,213	96.5%	14.7%	8,990	8,581	679	95.5%	7.9%
3-5	28,210	27,718	4,611	98.3%	16.6%	28,176	27,668	3,574	98.2%	12.9%
6-8	27,516	26,856	3,511	97.6%	13.1%	27,357	26,675	2,337	97.5%	8.8%
All	64,249	62,801	9,335	97.7%	14.9%	64,523	62,924	6,590	97.5%	10.5%
<b>2018-19 - IEP MAP and MAP-A</b>										
	<b>Communication Arts</b>						<b>Mathematics</b>			
3	10,309	10,283	2,366	99.7%	23.0%	10,302	10,274	2,110	99.7%	20.5%
4	10,395	10,374	2,149	99.8%	20.7%	10,381	10,358	1,975	99.8%	19.1%
5	10,130	10,116	1,768	99.9%	17.5%	10,125	10,109	1,448	99.8%	14.3%
6	9,958	9,931	1,616	99.7%	16.3%	9,955	9,927	1,240	99.7%	12.5%
7	9,478	9,453	1,252	99.7%	13.2%	9,463	9,437	899	99.7%	9.5%
8	8,971	8,945	1,213	99.7%	13.6%	8,731	8,703	704	99.7%	8.1%
HS	7,745	7,589	1,390	98.0%	18.3%	7,925	7,745	1,003	97.7%	13.0%
3-5	30,834	30,773	6,283	99.8%	20.4%	30,808	30,741	5,533	99.8%	18.0%
6-8	28,407	28,329	4,081	99.7%	14.4%	28,149	28,067	2,843	99.7%	10.1%
All	66,986	66,691	11,754	99.6%	17.6%	66,882	66,553	9,379	99.5%	14.1%
<b>2017-18 - IEP MAP and MAP-A</b>										
	<b>Communication Arts</b>						<b>Mathematics</b>			
3	10,024	10,006	2,354	99.8%	23.5%	10,019	10,000	2,112	99.8%	21.1%
4	10,159	10,139	2,314	99.8%	22.8%	10,149	10,133	1,988	99.8%	19.6%
5	10,185	10,168	1,962	99.8%	19.3%	10,181	10,166	1,441	99.9%	14.2%
6	9,560	9,531	1,671	99.7%	17.5%	9,552	9,525	1,145	99.7%	12.0%
7	9,077	9,050	1,276	99.7%	14.1%	9,060	9,033	872	99.7%	9.7%
8	8,970	8,947	1,276	99.7%	14.3%	8,761	8,734	718	99.7%	8.2%
HS	7,696	7,541	1,275	98.0%	16.9%	7,960	7,763	935	97.5%	12.0%
3-5	30,368	30,313	6,630	99.8%	21.9%	30,349	30,299	5,541	99.8%	18.3%
6-8	27,607	27,528	4,223	99.7%	15.3%	27,373	27,292	2,735	99.7%	10.0%
All	65,671	65,382	12,128	99.6%	18.5%	65,682	65,354	9,211	99.5%	14.1%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: High school totals include required End of Course exams (English II and Algebra I) and alternate assessments

## Evaluation, Parent Involvement and Suspension/Expulsion Data

### Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2016-17	2017-18	2018-19	2019-20	2020-21
Number evaluated	8,892	6,568	7,552	6,274	4,844
Number within acceptable timelines	8,844	6,508	7,477	6,222	4,768
Percent within acceptable timelines	99.46%	99.09%	99.01%	99.17%	98.43%

Note: Data collected from districts in year prior to monitoring review

### Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total Responses	6,712	5,546	6,067	5,304	5,810
Number Agree/Strongly Agree	4,880	4,127	4,588	4,070	4,271
% Agree/Strongly Agree	72.71%	74.41%	75.62%	76.73%	73.51%

Source: Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

### Suspension/Expulsion Data (SPP 4A / 4B)

School Year 2020-21	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	6,016	4.8	14,379	1.9	2.53
OSS > 10 Days	684	0.5	1,494	0.2	2.77
ISS - All	8,419	6.7	28,953	3.8	1.76
ISS > 10 Days	495	0.4	1,221	0.2	2.45
Total OSS and ISS	11,815	9.4	37,313	4.9	1.91
Incident Counts					
OSS - All	10,582	8.4	20,502	2.7	3.12
OSS > 10 Days	714	0.6	1,556	0.2	2.77
American Indian	0	0.0	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		0.00
Asian	4	0.3			1.33
Black	118	0.5			2.67
Hispanic	27	0.3			1.65
Multi Racial	53	0.8			4.12
Pacific Islander	0	0.0			0.00
White	512	0.6			2.85
ISS - All	17,151	13.6	51,983	6.8	1.99
ISS > 10 Days	498	0.4	1,232	0.2	2.44
Total OSS and ISS	27,733	22.0	72,485	9.5	2.31

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

# is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5K-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Note: The ratios for the racial/ethnic groups use the nondisabled OSS>10 days for all races as the comparison group

## Secondary Transition Data

### Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP 1)	2018-19	2019-20	2020-21
Number of students with disabilities who graduated	6,592	6,467	6,697

Graduation Cohort data/rates	4yr Rate	5yr Rate	6yr Rate	7yr Rate
<b>2021 Cohort</b>	2021	2022	2023	2024
Total Cohort Graduates	6,014			
Total Cohort	7,815			
Graduation Rate	76.95%	NA	NA	NA
<b>2020 Cohort</b>	2020	2021	2022	2023
Total Cohort Graduates	5,721	5,971		
Total Cohort	7,391	7,303		
Graduation Rate	77.40%	81.76%	NA	NA
<b>2019 Cohort</b>	2019	2020	2021	2022
Total Cohort Graduates	5,805	6,065	6,132	
Total Cohort	7,552	7,477	7,449	
Graduation Rate	76.87%	81.12%	82.32%	NA
<b>2018 Cohort</b>	2018	2019	2020	2021
Total Cohort Graduates	5,771	6,045	6,122	6,177
Total Cohort	7,604	7,556	7,531	7,515
Graduation Rate	75.89%	80.00%	81.29%	82.20%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

Dropout data - grades 9-12 only (SPP 2)	2018-19	2019-20	2020-21
Total number of students with disabilities grades 9-12	39,270	39,042	39,829
Number of students with disabilities who dropped out 9-12	715	556	848
Dropout rate for students with disabilities grades 9-12	1.82%	1.42%	2.13%

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core / Enrollment and Attendance

### Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total Reviewed	738	609	549	731	687
Number Met	647	575	514	653	609
Percent Met	87.67%	94.42%	93.62%	89.33%	88.65%

Note: Data collected from districts in year prior to monitoring review

## Secondary Transition Data

### Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

Follow-up reported during the 2020-21 School Year	Graduates		Dropouts		Total	
	#	%	#	%	#	%
(1) 2 YR College (completed at least one term)	1,082	17.0%	1	0.2%	1,083	15.7%
(2) 4 YR College (completed at least one term)	541	8.5%	1	0.2%	542	7.9%
(3) Non College (completed at least one term)	184	2.9%	1	0.2%	185	2.7%
(4) Advance Training	20	0.3%	0	0.0%	20	0.3%
(5) Employed (Competitively) (at least 20 hrs per week for 90 days)	2,124	33.3%	47	9.4%	2,171	31.6%
(6) Employed (Not Competitively) (at least 20 hrs per week for 90 days)	97	1.5%	1	0.2%	98	1.4%
(7) National /Community Service / Peace Corps	0	0.0%	0	0.0%	0	0.0%
(8) Military	131	2.1%	1	0.2%	132	1.9%
(9) Other	816	12.8%	69	13.8%	885	12.9%
(10) Continuing Ed - did not complete one term	234	3.7%	4	0.8%	238	3.5%
(11) Employed - less 20 hrs per week or 90 days	474	7.4%	14	2.8%	488	7.1%
(12) Unknown	677	10.6%	362	72.3%	1,039	15.1%
(13) Not Available	83		0		83	
Total (excludes Not Available )	6,380	100.0%	501	100.0%	6,881	100.0%
A. Enrolled in higher education*	1,623	25.4%	2	0.4%	1,625	23.6%
B. Enrolled in higher education or competitively employed*	3,521	55.2%	50	10.0%	3,928	57.1%
C. Total Employed / continuing Education*	4,179	65.5%	52	10.4%	4,231	61.5%

#### \*Summary Calculations

Source: District reported data via MOSIS February Follow-up

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (5) + (8)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6) + (7) + (8)]